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ABSTRACT

This document highlights the development of guidelines and strategies for teaching preservice and inservice elementary school educators about parent involvement. Based on previous Parent Involvement in Education Project research and on input from experts and professionals actively engaged in teacher education and/or parent involvement, strategies are divided into two areas: (1) guidelines and strategies for training teachers about parent involvement in children's learning, and (2) guidelines and strategies for training teachers about parent involvement in shared decision making. Each set of guidelines takes account of knowledge, understanding, and skills and includes related strategies for preservice and inservice training. The personal framework, the practical framework, and the conceptual framework are identified as three essential components of the ideal teacher training program. Assumptions essential to guideline and strategy development are discussed, and definitions of terms are provided. Guidelines and strategies are designed to be used in a range of teacher training situations but are not seen as a prescriptive plan. Rather, they can be used as a framework for planning courses, modules, seminars, or workshops on parent involvement as well as for developing training materials. (Charts of the strategies and an extensive list of selected resources and references are included.) (AS)

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GUIDELINES AND STRATEGIES TO TRAIN ELEMENTARY SCHOOL TEACHERS FOR PARENT INVOLVEMENT

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TRAINING ELEMENTARY SCHOOL TEACHERS FOR PARENT INVOLVEMENT: SOME GUIDELINES AND STRATEGIES

Introduction

Since the Coleman report, there has been increased emphasis upon involving parents in the education of their children. Federal legislation has mandated parent involvement in several key programs as well as required schools to involve parents in the educational planning for children in special education. Legislation in several states has now provided for parent involvement in the public schools by creating Parent Advisory Committees for every school in the state (e.g., Utah). At the local level, an increasing number of schools require formal parent/teacher conferences to discuss the progress of each child enrolled. Parents are also taking on a more active role in the education of their children, and their contact with school personnel is rapidly increasing.

From the teachers' perspective, this increased contact with parents has added to the demands traditionally associated with the teacher role. Teachers are now expected to develop skills in working with parents and leadership in working with advisory groups, in addition to the skills that pertain to classroom instruction. Although additional teacher competencies are needed due to the increase of parent involvement, these competencies are generally not addressed in the professional training programs (preservice or inservice) for teachers. Rather, teacher training for teachers has continued to place more emphasis on classroom teaching skills, neglecting the new skills that teachers will need to work with parents in the schools.

The Parent Involvement in Education Project has a major goal of helping build more effective partnerships between homes/communities and the public schools. In the previous four years, the Parent Involvement in Education Project has surveyed parents and educators and found that enhancing parent involvement in the educational process is strongly supported by parents and educators. The results of the surveys also indicate that additional training, especially for preservice and inservice elementary teachers, is necessary to enhance effective parent involvement. Thus, the goals of the Parent Involvement in Education Project for 1984 have focusd on developing guidelines and strategies for training both preservice and inservice elementary school educators about parent involvement.

Research Background (1980-1983)

The Parent Involvement in Education Project is based on the tenet that to improve the quality and effectiveness of our public schools, parents and educators must develop more of a collegial or collaborative relationship instead of an adversarial one regarding educational issues and concerns. In order to help determine what the prospects were for bringing such a relationship to fruition, the project asked parents and educators about their opinions concerning various aspects of parent involvement.

A written questionnaire was developed and used to gather this parent involvement information. Parents and eduators in a six-state region were surveyed. The states included Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. National, state, and local organizations of parents and educators assisted the project with its survey. Descriptive statistics--especially percentages, frequencies, and means--were produced to report patterns of responses to items in the survey. These statistics also served as a basis for comparing the similarities and differences of responses from the groups.

The major dimensions of each study included (1) general attitudes about parent involvement, (2) parent involvement in school decision-making, (3) parent involvement roles, (4) current parent involvement practices or activities, and (5) parent involvement as part of teacher training. In general, teacher educators, teachers, and principals were asked about how useful parent involvement was along these dimensions. Parents were queried as to how interested they were in these aspects of parent involvement. School governance officials were asked about policies and/or technical assistance with respect to these kinds of parent involvement.

Parent involvement at the elementary school level was the focus of this study. Subjects included these key stakeholder groups in parent involvement: teacher educators, principals, teachers, parents, school superintendents, school board presidents, and state education agency (SEA) officials. The response rate from sample populations of each group was as follows: parents 43.4% (2083); teachers 43.7% (873); principals 48.6% (729); school superintendents 46.5% (1,200); school board presidents 27.4% (664); and state education agency officials 83.3% (30). A more complete summary of each survey is available through the Parent Involvement in Education Project's executive summaries or annual reports for 1980-1983.

Recommendations From Previous Surveys

Several key recommendations for teacher training, improving parent involvement in schools, and for building family strengths are direct outgrowths of the studies.

1. For Teacher Training

   - That parent involvement should not be taught as a series of unrelated tasks and skills. Rather, it must be taught in a developmental sequence that progresses from the more traditional types of parent involvement where parents were asked to cooperate with school staff, to the types of parent involvement in which school staff provide services to parents, and then toward the types where parents and school staff work together essentially as partners in education.

   - That, in terms of priority, preservice teacher education must focus on providing prospective elementary teacher candidates with an overview of the various models of parent involvement as well as providing them with knowledge about potential costs and benefits to be derived from each model.

- That, regarding parent involvement models, teachers need to learn how working with parents has the potential to improve their work, how to develop better relationships with children's parents, and how to help develop community support for the schools. To do so, parent involvement must be presented to preservice teachers so that it is viewed as a necessary complement to their coursework, not an optional interest area.

- That the parent involvement teacher training sequence address specific knowledge bases related to each specific type of parent involvement. For example: regarding the involvement of parents as home tutors, teachers should be taught the differences between teaching children and teaching their adult parents.

- That once prospective teachers are motivated to learn about parent involvement and have mastered the relevant knowledge areas for each model of parent involvement, they be given the opportunity to learn and practice the skills necessary in applying that knowledge with parents.

- That preservice training programs first need to focus on the attitudes, knowledge, and skills that relate to the most traditional parent involvement roles since these roles are most widely accepted in the schools and they are most congruent with the needs of beginning elementary school teachers.

- Inservice training also must begin with a developmental framework for teachers to look at the various models of parent involvement. The results of our surveys indicate that most teachers, administrators, and parents support the role of parents as audience, but here are also significant numbers in each group favoring the models in which parents and school staff function as partners in the educational process. Therefore, involving parents as audience is a good first step, but in a given district the relationship between parents and the school may already be much more developed.

- Inservice training also has to focus on teachers' attitudes and their motivations to begin working with parents. Once this is established, training should move on to knowledge and then to actually developing requisite skills. This sequence of training suggests that inservice training for parent involvement will probably consist of a series of workshops rather than a one-day, one-time workshop.

2. For Improving Parent Involvement in Schools:

- Principals and other administrators must be included in parent involvement training as they often set the rules and norms in the schools. If they are not aware of the benefits of parent involvement, or not skilled in working with parents, they may set norms for teachers that discourage them from using the skills or knowledge they have acquired.

- o In order to encourage staff at all levels in school districts to develop better relations with parents, formal district policies need to be written that clearly spell out the commitment to parent involvement. Responses from superintendents' and school board presidents' surveys indicate that the existence of formal written policies encouraging parent involvement is directly related to increased levels of a variety of parent involvement activities in schools.

- o In designing school district parent involvement programs, the various types of parent involvement must be viewed as a developmental sequence, from the teachers' and the parents' point of view. Increasing parent involvement in the role of audience requires comparatively less effort and skill on the part of both teachers and parents than would parent involvement as home tutors. Therefore, interests, skill levels, and estimates of available time, especially with respect to parents, must be considered when deciding which types of parent involvement are to be the focus of program efforts.

- o School district and building or classroom parent involvement efforts need to establish their program activities based on the premise that parents are as equally important to children's academic success as educators, which will require providing parents with more of a say in all educational matters.

3. For Building Family Strengths:

- o To strengthen the capacity of families to establish an appropriate learning environment, provide an appropriate range of learning materials, provide useful learning experiences, influence educational efforts at school, and support/reinforce school learning, parents need to be fully involved at all levels of the educational system.

- o To strengthen the capacity of families as partners with school staff in the education of children, parents will need more information, more opportunities to share insights/concerns, and more training for roles they can or wish to play.

- o To strengthen the capacity of families in either arranging for or caring for needs of its members, parents need opportunities through parent involvement to interact with, be informed about, referred to, and instructed to deal with those agencies, organizations, networks, and resources that they can access in the larger community.

Need for Present Work

Results from PIEPs surveys clearly indicated a need for training preservice (undergraduate) and inservice elementary teachers in the area of parent involvement. A previous review of the literature revealed that no teacher training materials existed that were research-based, systematized theoretically, logically sequenced, and accompanied by specific methods of

teaching parent involvement to teachers. Few of these kinds of materials were available to teacher trainers on a widespread basis and not many of those were research/theory based and developed from the perspectives of key parent-involvement stakeholder groups.

A decision was made by Project staff not to develop materials that were completely prepared and ready for use such as courses, modules, or programs for parent-involvement teacher training. Rather, it was decided that a set of research-based guidelines and strategies for parent involvement teacher training would be more practical. As such, these would provide a theoretical/research framework that allows teacher trainers to have flexibility in developing viable approaches to parent-involvement teacher training.

With the guidelines and strategies, the variety of parent involvement teacher training materials available to teacher trainers could be more sytematically organized, and utilized for training activities. The Guidelines and Strategies would also enable teacher educators to determine the contents of their parent involvement training coursework, workshops, seminars, etc. This kind of flexibility is important to teacher educators, especially when the amount of time available for parent involvement instruction will vary.

The guidelines and strategies focus on parent involvement in children's education at home as well as at school and on parent involvement in various aspects of school governance based upon PIEP's research findings. The research suggests that these guidelines and strategies provide specific information about the things teachers need to know, feel, understand and do regarding the involvement of parents in children's education.

Results from the survey of teacher educators indicated that they have few materials available which provide a broad theoretical framework for developing parent involvement teacher training activities. In addition, they do not have a comprehensive set of related strategies to implement such activities. Thus, Project staff saw a need to develop a set of research-based guidelines and strategies for training preservice as well as inservice elementary teachers in the area of parent involvement at home and school. Further, staff surmized that this information needs to be shared with teacher educators, staff development/inservice specialists (state and local), parent involvement program staff, and other stakeholder groups in the SEDL region. As a result, this year of project work centered around responding to these needs.

Goals and Objectives:

The Parent Involvement in Education Project had two major goals.

- To utilize the parent involvement survey results and selected parent involvement experts in developing guidelines which can be used for (1) training educators to enlist the participation of parents in children's home learning, (2) training educators for increasing the participation of parents as school support esources, and (3) training educators for involving parents as partners in school governance.

- To utilize the parent involvement survey results and selected experts in developing guidelines for Local Education Agencies (LEA) and other educational agencies/organizations in implementing school programs aimed at involving parents in home learning, school support efforts, and school policy and administrative decisions.

Ten specific objectives were outlined to accomplish the two major goals. The objectives were:

(1) To review and synthesize the literature regarding strategies for training educators both at the preservice and inservice level.

(2) To identify experts at the local, state and higher education levels in the region with experience in parent involvement.

(3) To ask these experts their suggestions/recommendations about training educators for parent involvement and implementing school parent involvement programs.

(4) To synthesize information from current literature and from experts to prepare a state-of-the-art summary about training educators for parent involvement and developing more effective school parent involvement programs.

(5) To develop a set of guidelines, strategies and resource materials for parent involvement educator training in the area of parent involvement.

(6) To conduct an assessment among experts of the parent involvement guidelines, strategies and resource materials developed for use by teacher trainers.

(7) To refine the prototype parent involvement guidelines, strategies, and resource materials based upon feedback from experts.

(8) To disseminate the parent involvement information to teacher trainers and explore possibilities for providing technical assistance/training at state level or national meetings, conferences, etc.

(9) To prepare a final report and executive summary describing project activities and outcomes.

(10) To submit final report and disseminate executive summaries to the appropriate agencies, organizations, and institutions.

Development of Guidelines and Strategies

The guidelines and strategies were developed through a comprehensive process that (1) utilized the recommendations from previous surveys of the key practitioners in parent involvement, (2) incorporated key points from a

thorough review of the literature, (3) survey results of experts and college/university faculty regarding what teacher training about parent involvement should include, and built upon the assessment outcomes of experts and lay persons regarding drafts of the guidelines and strategies.

More information of the specific procedures used in the development of the guidelines and strategies can be found in the Parent Involvement in Education Project's 1984 Executive Summary and 1984 Annual Report.

The guidelines and strategies were divided into two parts. The two parts are:

A. Strategies for Training Teachers about Parent Involvement in Children's Learning.

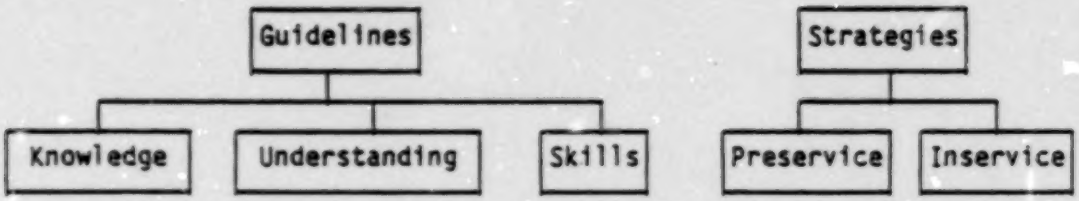
B. Strategies for Training Teachers about Parent Involvement in Shared Educational Decision-Making.

Each of the two parts is again subdivided into parts as indicated by Figure One.

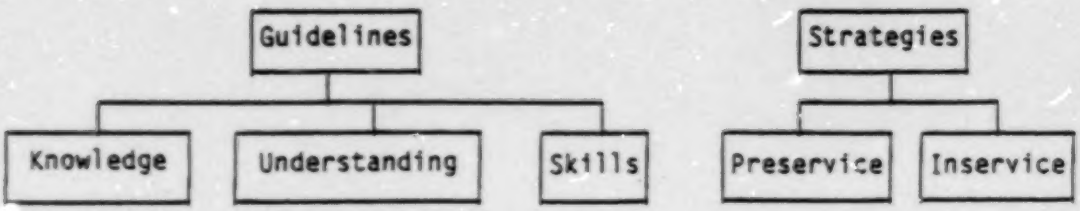
Figure One

CATEGORIZATION OF GUIDELINES AND STRATEGIES

A. GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN CHILDREN'S LEARNING.



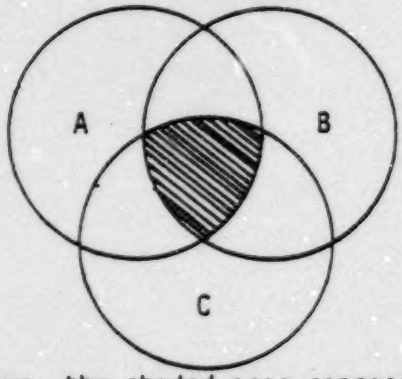
B. GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING.



After considerable input, assessment, and revision the synthesized information from these elements helped staff develop the prototype guidelines and strategies for preservice and inservice teacher tarining. Three essential components for an ideal parent involvement teacher training program were identified and described. These are: the personal framework, the practical framework, and the conceptual framework. An overlapping of elements from these three components is the ideal parent involvement teacher training program. Figure two illustrates this in more detail.

Figure Two

THREE ESSENTIAL COMPONENTS OF THE IDEAL TEACHER TRAINING PROGRAM IN THE AREA OF PARENT INVOLVEMENT



Note: In the figure above, the shaded area represents the ideal teacher training program in the area of parent involvement. The ideal teacher training program contains part of all three frameworks: personal, practical, and conceptual.

A. Personal framework
Knowledge, understanding, skills
- self
- schools
- parent
- community

B. Practical Framework
Knowledge, understanding, skills
- programs
- effective methods
- interpersonal communication
- limitations

C. Conceptual Framework
Knowledge, understanding, skills
- history
- theory
- research
- developmental nature

Assumptions

Four assumptions were essential underpinnings for the development of the guidelines and strategies. These assumptions reflect the basic philosophy of the Parent Involvement in Education Project. The assumptions are:

- Parents are important in the education of children and youth. Parent involvement in a child's education is a major factor for improving school effectiveness, the quality of education, and a child's academic success. Family participation relates to the eventual success of learners because it helps reinforce school learning, allows learners to relate home/community experiences to school activities, and enables education to tap a rich potential of resources and experience bases for its learning program. Parents should be partners in the educational process.

- The attitudes of teachers and educators are critical to the development of effective parent involvement programs and activities. It is not enough to have knowledge and skills about parent involvement; understanding is also important.

- Parent involvement is a developmental process that must evolve over time. The traditional activities of audience or school program supporter are at the beginning of the continuum and shared educational decision-making is at the other end of the continuum.

- The guidelines and strategies provide a comprehensive framework for developing parent involvement teacher training programs and activities. They are intended as a heuristic, or starting point, to be modified on the basis of individual student, teacher, school, or school district needs.

Definitions

For clarity, the following operational definitions are provided:

1. Parent Involvement - any of a variety of activities that allow parents to participate in the educational process at home or in school, such as information exchange, decision sharing, volunteer services for schools, home tutoring/teaching, and child/school advocacy.

2. Guideline - a key indication of either some knowledge, understanding, or skill needed by teachers to involve parents more effectively in education.

3. Strategy - a method or approach to training teachers in the successful acquisition of certain parent involvement knowledge, understanding, or skill.

4. Knowledge - information, facts, principles, theories, or models, etc., concerning parent involvement in education that teachers need to be acquainted or familiar with.

5. Understanding - personal interpretations based upon comprehension, awareness, or cognition of relationships among various variables or factors by teachers that are needed as part of their preparation for involving parents in education.

6. Skills - the abilities, competencies, techniques, expertise that teachers need to develop as preparation for involving parents in education.

7. Preservice Training - training for students in teacher training programs, training for prospective teachers.

8. Inservice Training - training for teachers employed in schools.

9. Stakeholders - those persons most likely to be involved in parent involvement efforts (e.g., parents, teachers, principals, school board members, superintendents).

10. Home Tutor Role - parents helping their own children at home with educational activities or school assignments.

11. Audience Role - parents receiving information about their child's progress or about the school. Parents may be asked to come to the school for special events (e.g., school play, special program, etc.).

12. School Program Supporter Role - parents involved in activities in which they lend support to the school's program and take an active part (e.g., classroom volunteers, chaperones for trips, collect funds, etc.).

13. Co-Learner Role - parents involved in workshops where they and school staff learn about child development or other topics related to education.

14. Paid School Staff Role - parents are employed in the school as part of the school's paid staff (e.g., classroom aides, assistant teachers, parent educators, etc.).

15. Advocate Role - parents serve as activists or spokesperson on issues regarding school policies, services for their own child, or community concerns related to the schools.

16. Decision-Maker Role - parents involved as co-equals with school staff in either educational decisions or decisions relating to governance of the school.

17. SEA Officials - persons in state education agencies identified as having program responsibility related to some aspect of parent involvement (e.g., director of federal programs, etc.).

18. LEA Officials - persons in local school districts identified as having program responsibility for some aspect of parent involvement training (e.g. inservice education directors).

19. IEA - persons in intermediate education agencies (e.g. regional service center staff) identified as having program responsibility related to some aspect of parent involvement.

20. IHE Officials - person in institutions of higher education identified as having program responsibility in some aspect of parent involvement training (e.g., chairperson of elementary educaiton department).

21. Children's Learning - the acts or processes by which children acquire knowledge or skill at home or at school.

22. Shared Educational Decision-Making - the act of parents and school staff involved as co-equals in educational decisions.

The Guidelines and Strategies

Project staff developed the ideas generated by previous research, literature review, and needs-sensing into short paragraphs about each knowledge, understanding, and skill area. The strategies for both preservice and inservice teachers were then developed. The guidelines and strategies were arranged horizontally so that for each knowledge area, the reader could locate the related understanding, skills, and preservice and inservice strategy.

The word "teacher" is used in the guidelines to include both preservice and inservice teachers with the understanding that some inservice teachers without previous training in parent involvement may need the same training as preservice teachers and that other inservice teachers may only need selected training or activities recommended for preservice teachers. The guidelines and strategies need to be adapted according to the individual strengths, needs, and concerns of teachers and local school districts. The guidelines and strategies are presented in charts on the pages that follow.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

GUIDELINES		
Knowledge	**Understanding**	**Skills**
A. Personal Framework	A. Personal Framework	A. Personal Framework
o Teachers need to know about what their own attitudes, beliefs, and values are with respect to parent involvement. Such information provides teachers with a basis for determining how relevant and effective their own approaches will be toward planning, developing, and implementing parent involvement efforts to support children's learning.	o Teachers need to appreciate the likenesses and differences when compared to others of their own attitudes, beliefs, and values regarding parent involvement. Being aware of this will help teachers choose appropriate parent involvement activities that are viable for their psychosocial makeup, the school environment and the parents with whom they work.	o Teachers need to be able to objectively identify and examine their own values, attitudes, and capabilities for parent involvement that support children's learning. Teachers must be able to utilize this knowledge about themselves in developing their parent involvement program or activities which support children's learning.
o Teachers need to know about the features of a school and school district. Knowing about a school's as well as a school district's characteristics is important because it helps teachers focus parent involvement efforts toward the uniqueness of a school.	o Teachers need to be sensitive to a school's as well as a school district's environment in order to develop appropriate program plans or activities for a school.	o Teachers need to be able to identify and recognize the unique features of a school as well as a school district. Teachers need to be able to obtain facts about a school's as well as a district's history, leadership, organization, climate and other features and then be able to incorporate these characteristics into a viable plan of parent involvement efefforts to support children's learning.
o Teachers need to know about the importance of individual interests, strengths, needs, and characteristics of parents as a child's first teacher. Familiarity with the diversity of education, family structures, work experiences, socio-economic levels, and cultures will aid teachers in developing more effective programs or activities for parent involvement that support children's learning.	o Teachers need to comprehend the complexities involved in working with diverse groups of parents within a community. Parents bring with them varied backgrounds of beliefs, values, attitudes, interests, concerns, resources, and experiences that will directly affect how and when these parents will participate in programs to support their children's learning.	o Teachers must be able to assess the interests, strengths, needs and characteristics of parents. Teachers also must be able to accurately apply this information about parents to appropriate ways of developing parent involvement that supports children's learning. Skills in adult learning are critical aspects of parent involvement efforts to support children's learning.
o Teachers need to know about the individual	o Teachers need to be sensitive to the	o Teachers need to be able to identify dif-

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

GUIDELINES		
Knowledge	Understanding	Skills
A. Personal Framework (continued) uniquenesses of school communities. Knowledge about the uniqueness of a community will help teachers focus on parent involvement efforts to support children's learning which are most relevant to the school community's needs and practices.	A. Personal Framework (continued) differences between and within communities. Teachers need to understand both the importance of building a program from where the community is and how community differences relate to differences in approaches to parent involvement programs that support children's learning.	A. Personal Framework (continued) ferences between and within communities. Teachers also need skills to appropriately utilize these perceptions in planning parent involvement programs or activities to support children's learning. Human relations skills are particularly important for working with people from diverse backgrounds.
B. Practical Framework o Teachers need to know about various models of parent involvement to support children's learning including both voluntary and legally mandated programs. An overview of these major models will provide teachers with a broader perspective concerning parent involvement to support children's learning. o Teachers need to know about a wide variety of effective methods for involving parents in children's learning. An overview of the many effective methods will help teachers develop their own program or activities for parent involvement in children's learning.	B. Practical Framework o Teachers need to appreciate the specific ways in which various models (both voluntary and legally mandated) of parent involvement work to support children's learning. The complexities involved in different models will help teachers realize the importance of considering a wide variety of approaches for supporting children's learning through parent involvement. o Teachers need to understand the appropriateness of specific methods for involving parents in efforts to support children's learning. An appreciation of a variety of methods for developing parent involvement to support children's learning will help teachers determine which methods best match the needs of their program or activities.	B. Practical Framework o Teachers need skills in identifying, accessing, and evaluating specific models of parent involvement to support children's learning, particularly in their school, district, state, or region. Teachers must be able to utilize and/or adapt the successful parts of other models in developing their own parent involvement program or activities. o Teachers need skills in identifying, accessing, and critiquing methods of parent involvement to support children's learning. Some specific skills teachers need are in the areas of communication (both oral and written), conferencing with parents, problem solving with parents, working with parents on instructional activities, home visits, and leading small and large group discussion with parents.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

GUIDELINES		
Knowledge	Understanding	Skills
B. Practical Framework (continued)	B. Practical Framework (continued)	B. Practical Framework (continued)
o Teachers need to know about interpersonal communication and human relations. Teachers need to know how to communicate effectively with people in both positive and negative situations.	o Teachers need to understand how their interpersonal communication and relationships with people affect the development of their parent involvement program or activities.	o Teachers must be able to effectively communicate with people in a wide variety of both positive and negative situations. Teachers must be able to handle apathy, consensus, and conflict resolution.
o Teachers need to know about potential problems in developing parent involvement programs to support children's learning. Knowing about potential limitations and areas of conflict will provide teachers with a framework to deal with such constraints in their program or activities.	o Teachers need to understand how some of the potential problems such as time, cost, attitudes, support and special interest groups affect parent involvement programs or activities to support children's learning. Teachers should be aware of these limitations as they establish the goals and objectives for parent involvement programs and activites which support children's learning.	o Teachers must be able to work within the limitations of parent involvement to support children's learning and develop approaches to overcome the potential problems such as time, cost, attitudes, support and special interest groups.
C. Conceptual Framework	C. Conceptual Framework	C. Conceptual Framework
o Teachers need to know about theories regarding parent involvement's impact on children's learning. Theories of parent involvement will provide teachers with a conceptual framework for working with parents to improve children's learning.	o Teachers need to comprehend how the increasing complexity of societal-educational issues affects the ways in which parent involvement in children's learning is conceptualized. Teachers need to understand which theories are most appropriate for the development of their parent involvement program or activities.	o Teachers must be able to identify and analyze a variety of theories concerning the importance of parent involvement in children's learning. Teachers must be able to utilize various theories in establishing the framework (goals, objectives, activities) for their parent involvement efforts which support children's learning both at home and at school.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

GUIDELINES		
Knowledge	Understanding	Skills
C. Conceptual Framework (continued)	C. Conceptual Framework (continued)	C. Conceptual Framework (continued)
o Teachers need to know about the history of parent involvement with respect to its support of children's learning. The history of parent involvement will help teachers focus attention on growth and development of parent involvement to support children's learning.	o Teachers need to appreciate the benefits that can be gained in viewing parent involvement from its early stages to the current complex aspects regarding children's learning. Understanding the history of parent involvement in regard to children's learning will help teachers better plan for the present and the future.	o Teachers must be able to recognize and relate aspects of the historical development of parent involvement to their present program. Teachers must be able to apply a historical perspective of parent involvement to the development of their current and future plans.
o Teachers need to know about research studies and outcomes in the area of parent involvement to support children's learning. Such research findings will help teachers establish and/or confirm the benefits of parent involvement in children's learning.	o Teachers need an appreciation of the specific relationships of research findings to their particular parent involvement program or activities. Understanding the implications of research will help teachers better define and develop their own approaches to parent involvement in children's learning.	o Teachers must be able to access and critique the important research studies about parent involvement to support children's learning. Teachers must be able to incorporate research findings into their development of parent involvement efforts that support children's learning.
o Teachers need to know about the developmental nature of parent involvement efforts that support children's learning. Teachers need to recognize that parent involvement programs or activities are evolving processes that take time and occur at various levels of intensity.	o Teachers need an awareness of the developmental nature of parent involvement as it specifically relates to their program. A sensitivity to time and growth factors will help teachers set realistic goals for parent involvement to support children's learning.	o Teachers must be able to envision how the small steps are part of a larger whole in the development of parent involvement activities/programs to support children's learning.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

STRATEGIES	
Preservice Training	**Inservice Training**
A. Personal Framework	A. Personal Framework
o Students need to assess their own individual attitudes, beliefs, and values with respect to parent involvement to support children's learning. Students need to share results of insights from these assessments in group discussions or individually with instructors as a means of examining their own likenesses and differences regarding parent involvement to support children's learning.	o Teachers need to participate in both individual and group activities that help them assess their own attitudes, beliefs, values, and capabilities regarding parent involvement to support children's learning.
o Students need to practice obtaining facts about a school/school district's history, leadership, organization, climate, and other features. Students need experiences in using these unique characteristics of schools in developing sample parent involvement programs and activities or working with case studies.	o Teachers need to meet with other teachers, the principal, and school district administrators to discuss how their school/school's district's characteristics relate to the goals, objectives, and activities that teachers use in developing parent involvement efforts that support children's learning.
o Students need to have experiences with parents from diverse family structures, educational backgrounds, interests, work experiences, time availability, socio-economic levels, and cultures. Students need to attend PTA meetings and observe teachers making home visits, confer with parents from diverse backgrounds, and help train parents for involvement in their children's learning.	o Teachers need to hold conferences with individual parents at home and/or at school about what their needs, concerns, strengths, and interests are regarding parent involvement that supports children's learning. Teachers need to attend courses or workshops in adult learning to gain experience in helping parents from diverse backgrounds become more involved in their children's learning.
o Students need to participate in a range of activities within different school communities. Students need to observe how teachers work with parents in different school communities and to note the differences and similarities between or among school communities.	o Teachers need to take an active role in PTA meetings and attend neighborhood association meetings. Teachers need to observe various parent involvement programs and activities in different school communities within their local area.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

STRATEGIES	
Preservice Training	**Inservice Training**
B. Practical Framework	B. Practical Framework
o Students need to read the literature, talk to experts, and consult with teachers about the variety of parent involvement models that support children's learning. Students need to obtain information about and evaluate the strengths and weaknesses of several major voluntary and legally mandated models, particularly those models that are being used in their local area. Examples might include the PTA, Head Start, Follow Through, and Title One/Chapter One.	o Teachers need to observe a variety of parent involvement models (both voluntary and legally mandated) in operation. Teachers need to visit and observe successful programs and activities in parent involvement that support children's learning. Meetings with program staff after such visits and observations would be helpful for teachers as they attempt to design efforts which utilize and/or adapt the best parts of other models for their own parent involvement program or activities.
o Students need to read about and observe the use of several effective methods for developing parent involvement efforts to support children's learning. Students need opportunities to observe and practice effective interactions with parents, conference with parents, problem-solve with parents, make home visits to parents, and lead small and large group discussions with parents.	o Teachers need to keep abreast of new ideas about effective methods of parent involvement to support children's learning. Teachers need access to literature and materials as well as need opportunities to discuss then analyze these new ideas with other teachers involved in parent programs/activities that support children's learning.
o Students need to practice effective oral and written communication skills and role-play specific examples of both positive and negative interaction. Students need to learn how to handle apathy, consensus, and conflict situations.	o Teachers need to discuss and practice their communication skills. Specific training in handling apathy, consensus, and conflict should be provided.
o Students need to be informed about as well as observe some of the limitations and areas of conflict in parent involvement programs and activities to support children's learning. Students need to disucss possible solutions and ways of decreasing such problems and conflict areas in parent involvement through roleplays, case studies, or actual experience.	o Teachers need to identify, assess and develop plans that help alleviate problems and constraints with parent involvement efforts. Teachers need to hold joint meetings with parents to consider limitations and possible ways to decrease or resolve these problems regarding parent involvement that supports children's learning.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

STRATEGIES	
Preservice Training	**Inservice Training**
C. Conceptual Framework	C. Conceptual Framework
o Students need to conduct reviews of the theoretical literature regarding parent involvement to support children's learning. Students need practice identifying/critiquing ideas and considering how various theories relate to the goals and objectives of parent involvement efforts that support children's learning.	o Teachers need to read current parent involvement literature and keep abreast of new theories and ideas about parent involvement that support children's learning. Teachers need to attend workshops and courses that deal with theories about the development of parent involvement that support children's learning.
o Students need to examine the early attempts of parent involvement. Students need to read and critique historical literature and to talk with experienced professionals who have developed parent involvement programs. Students need experience applying a historical perspective to developing parent involvement programs and activities.	o Teachers need to discuss the implications of past parent involvement efforts and how these relate to their current or future plans. Teachers need access to literature and materials about past parent involvement programs/activities to support children's learning as well as experiences in selecting/applying aspects of these to their own parent involvement efforts.
o Students need to identify, obtain and critique important research studies about parent involvement that supports children's learning. Students need to practice incorporating research studies into the development of parent involvement programs and activities by designing hypothetical parent involvement plans.	o Teachers need to hear about current research efforts/findings in parent involvement to support children's learning. Teachers also need to participate in workshops and seminars led by parent involvement experts in order to relate their own programs and activities to current research outcomes.
o Students need to observe and participate in parent involvement programs in different stages of development. Students need experiences in setting appropriate goals for programs at various levels of development, carrying out the goals, and evaluating goal accomplishment.	o Teachers need to visit and observe parent involvement programs and activities at different stages of development. Teachers need to be trained in time management, goal setting, implementation, evaluation and revision of parent involvement efforts.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

GUIDELINES		
Knowledge	Understanding	Skills
A. Personal Framework	A. Personal Framework	A. Personal Framework
o Teachers need to know their own beliefs, attitudes, values and capabilities regarding the involvement of parents in educational decision-making. Such knowledge will provide teachers with a foundation for developing their own programs or activities of parent involvement in shared educational decision-making.	o Teachers need to be aware of and appreciate their own uniqueness regarding parent involvement in educational decision-making. This will enable teachers to better conceptualize and then develop appropriate activities for parent involvement in educational decision-making which best fit their styles and situations.	o Teachers must be able to objectively identify and examine their own values, attitudes, and capabilities regarding parent involvement in shared decision-making. Teachers must be able to utilize the knowledge about themselves in developing objective parent involvement programs or activities that included shared educational decision-making.
o Teachers need to know about the individual traits of their school districts. Knowing about school/school district characteristics is important data in helping determine what the focus of teachers' efforts to involve parents in shared decision-making could include.	o Teachers need to be sensitive to the individuality of a school district in order to better select and then conceptualize a plan for parent involvement in shared decision-making that is relevant to the school/school district's uniqueness.	o Teachers must be able to acquire, analyze, and use information about a school district's unique features. This includes being able to determine a school/school district's history, leadership, organization, and other features and then incorporating these characteristics into a plan for parent involvement in shared decision-making.
o Teachers need to know about the importance of individual interests, strengths, needs and characteristics of parents in a school. Familiarity with the diversity of family structures, education, work experiences, time availability, socio-economic levels, and cultures will provide teachers with important data for developing shared decision-making programs/activities.	o Teachers need to comprehend the complexities involved in working with diverse groups of parents within a school. Parents bring with them varied backgrounds of beliefs, values, attitudes, and experiences that will directly affect the extent to which parents can and will participate in shared decision-making.	Teachers must be able to assess the interests, strengths, needs, concerns and characteristics of parents in a school. Teachers also must be able to accurately apply this information to developing appropriate methods of involving parents in shared decision-making.
o Teachers need to know about the uniqueness of the school community. Knowledge about	o Teachers need to be sensitive to the diferences between and within a school's	o Teachers must be able to identify likenesses and differences between and within

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

GUIDELINES		
Knowledge	Understanding	Skills
A. Personal Framework (continued)	A. Personal Framework (continued)	A. Personal Framework (continued)
the uniqueness of a community will enable teachers to better focus on how to work with the specific parent populations regarding their involvement effort in shared decision-making.	community. Teachers need to understand both the importance of building a program from where the community is and how these differences in communities relate to differences in approaches to parent involvement in shared decision-making	a school's community. Teachers must be able to appropriately utilize this information in planning relevant parent involvement programs or activities in shared decision-making.
B. Practical Framework	B. Practical Framework	B. Practical Framework
o Teachers need to know the perspectives of experts and practitioners regarding a variety of models for involving parents in shared decision-making. Teachers need to know about both voluntary and legally mandated programs which have shared decision-making with parents as a component.	o Teachers need to understand the many ways in which various models can involve parents in shared decision-making. These include helping make decisions regarding school/classroom instruction, discipline, budget, environment, district boundaries, and more. Incorporating the ideas of such program models will help teachers develop more of an awareness regarding the complexities associated with involving parents in shared decis... making.	o Teachers need to be able to adapt various models (both voluntary and legally mandated) of shared decision-making to their parent involvement efforts. They need to be able to identify, access, evaluate, and effectively use resources and materials dealing with shared decision-making, particularly in their school, state, district, or region.
o Teachers need to know about the variety of effective methods for developing parent involvement in shared decision-making efforts. Such knowledge will enable teachers to develop a wider range of involvement opportunities for parents regarding shared decision-making.	o Teachers need to understand the appropriateness of specific parent involvement methods relating to shared decision-making. An awareness and appreciation of these methods will help teachers better determine the levels of participation which best match the interests/ characteristics of parents regarding	o Teachers must be able to identify, locate, and critique various methods of volving parents in shared decision-making. Some specific skills teachers must have are effective communication (both oral and written), working with parent groups, using a team approach to decision-making, facilitating the

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

GUIDELINES		
Knowledge	Understanding	Skills
B. Practical Framework (continued)	B. Practical Framework (continued)	B. Practical Framework (continued)
	shared decision-making in their programs activities.	decision-making process, planning, identifying goals and priorities, and working within budgets.
o Teachers need to know about interpersonal communication and human relations. Teachers need to know how to communicate effectively with a variety of people in a variety of decision-making situations.	o Teachers need to understand how their interpersonal communication and relationships affect the development of their parent involvement in shared decision-making efforts.	o Teachers must be able to effectively communicate in a wide variety of both positive and negative situations. Teachers need to have effective communication skills (both oral and written) in working with individuals, small groups, and large groups regarding shared decision-making.
o Teachers need to know about possible problems and limitations associated with developing parent involvement programs in shared decision-making. Knowing the limitations will provide teachers with a framework to deal with specific constraints of their program.	o Teachers need to be cognizant of how some of the specific problems such as time, cost, attitudes, support, and special interest groups will affect parent involvement programs in shared decision-making. Teachers need to relate this information to the process of setting the goals and objectives for parent involvement in shared decision-making.	o Teachers must be able to work within the limitations of parent involvement in shared decision-making and develop plans which appropriately overcome some of the problems such as time, cost, attitudes, support, and special interest groups.
C. Conceptual Framework	C. Conceptual Framework	C. Conceptual Framework
o Teachers need to know about various theories concerning parent involvement in shared decision-making. These theories will help provide teachers with a conceptual framework for developing shared decision-making	o Teachers must appreciate the increased complexity of both social and educational systems and how this complexity relates to the concept of parent involvement in shared decision-making. Teachers	o Teachers must be able to identify, analyze and summarize the relevance of theories regarding parent involvement in shared decision-making. Teachers must be able to use the appropriate

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

GUIDELINES		
Knowledge	Understanding	Skills
C. Conceptual Framework (continued)	C. Conceptual Framework (continued)	C. Conceptual Framework (continued)
efforts in classrooms and schools with parents.	should comprehend the relevance of various theories to the development of shared decision-making approaches in their parent involvement programs/activities.	theories or parts thereof regarding parent involvement in shared decision-making in determining the framework of goals, objectives and activities.
o Teachers need to know the historical background of parent involvement in shared decision-making. This history will help teachers focus on the importance of parents' rights and responsibilities regarding participation in educational decision-making.	o Teachers need to realize the specific benefits that parent involvement in shared decision-making has had in the past. Understanding the past events will help teachers relate the effect of shared decision-making to their conceptualization and development of parent involvement program or activities.	o Teachers must be able to examine the early attempts and consequences of parent involvement in shared decision-making. Teachers need to be able to associate the historical relevance and emergence of parent involvement in shared decision-making with the development of the current parent involvement program or activities.
o Teachers need to know what the research says concerning parent involvement in shared decision-making. Such research findings will provide information to teachers' efforts in establishing and/or confirming the benefits of parent involvement in shared decision-making.	o Teachers must have a broad appreciation of the relationships that research findings have to the conceptualization and development of parent involvement programs or activities with shared decision-making as a major component. A broad understanding of research implications will help teachers better develop more viable programmatic approaches to parent involvement in shared decision-making.	o Teachers must be able to identify, locate, and critique the important research studies concerning parent involvement in shared decision-making. Teachers need to be able to use these findings and implications in developing their own parent involvement programs or activities for shared decision-making.
o Teachers need to know that parent involvement in shared decision-making is an evolving, developmental process. It takes time for parent involvement program/activities in shared decision-making to grow and become effective.	o Teachers need an awareness of the developmental nature of parent involvement especially as it specifically relates to their programs or activities. A sensitivity to time and growth factors will help enable teachers to set realistic goals	o Teachers must be able to effectively use and manage the time needed to develop and implement programs/activities for parent involvement in shared decision-making. Teachers must be able to envision how initial low levels of

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

GUIDELINES		
Knowledge	Understanding	Skills
C. Conceptual Framework (continued)	C. Conceptual Framework (continued) for efforts concerning parent involvement in shared decision-making.	B. Conceptual Framework (continued) parent involvement are part of a larger whole in developing effective parent involvement in shared decision-making efforts.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

STRATEGIES	
Preservice Training	Inservice Training
A. Personal Framework	A. Personal Framework
o Students need to assess their own beliefs, attitudes, and values about parent involvement in shared decision-making. Students need to examine themselves individually and then share their understandings with small groups of students and teachers to see how their unique characteristics relate to the type of parent involvement plans for shared decision-making that they might develop.	o Teachers need opportunities to examine their own attitudes, beliefs, values, and capabilities about parent involvement in shared decision-making. Teachers need to discuss their unique characteristics and how these individual traits relate to various programs and activities regarding shared decision-making.
o Students need to obtain information about a school district's history, leadership, organization, climate, and characteristics. Students need to incorporate these facts into plans for developing parent involvement programs in shared decision-making. Students need to observe the differences among and between various kinds of school districts and the different kinds of programs and activities that each has in operation.	o Teachers need to have meetings with other faculty, administrators, and parents in their own school district to discuss and plan how to incorporate the unique features of their school district with parent involvement in shared decision-making activities. Teachers, administrators, and parents need to visit other school districts to see how different types of parent involvement in shared decision-making programs and activities are developed based on unique local characteristics.
o Students need to attend PTA meetings, shared decision-making meetings, and conferences with parents from diverse educational backgrounds, family structures, interests, work experiences, time availability, socio-economic levels, and cultures. Students need to observe teachers interacting with many parents in a variety of situations, and to practice working with parents through role-plays or actual experiences.	o Teachers need to hold meetings and workshops with parents to conceptualize then develop plans for shared decision-making. Teachers and parents need to visit and observe other parent involvement programs and activities in shared decision-making to see what possible adaptations could be utilized in efforts working with parents from diverse backgrounds.
o Students need to visit and participate in a range of parent involvement activities and programs in several different school communities. Students need to discuss how the differences in school communities relate to differences in parent involvement	o Teachers need to interact with neighborhood associations and participate with parent activities in a variety of school communities. Teachers need to observe how different communities develop parent involvement in shared decision-making programs and

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

STRATEGIES	
Preservice Training	**Inservice Training**
A. Personal Framework (continued) programs and activities in shared decision-making.	A. Personal Framework (continued) activities.
B. Prac ical Framework	B. Practical Framework
o Students need to interact with experts and professionals about the variety of effective models for parent involvement in shared decision-making. Students need to read the literature, identify, then discuss the advantages and disadvantages of both voluntary and legally mandated parent involvement decision-making models.	o Teachers need to obtain and critique information from the literature regarding the variety of parent involvement models for shared decision-making. Teachers need to visit other programs and read the literature about shared decision-making with respect to parent involvement.
o Students need to obtain information about a wide variety of effective methods for parent involvement in shared decision-making. Students need to read about these methods and analyze their appropriateness for parent involvement in shared decision-making efforts through case studies. Students need to talk with experts and observe practitioners working with parent groups, building teams, making decisions, planning, managing time, identifying goals and priorities, and working within budgets.	o Teachers need to review and critique new methods of parent involvement in shared decision-making. Teachers need to participate in workshops and seminars with experts, parents, and other practitioners, and teachers need access to current literature about effective models of parent involvement in shared decision-making.
o Students need to practice effective communication skills through roleplay or actual experience. Students need to observe cooperative conflict resolution.	o Teachers need to assess and practice their communication skills. Teachers need "refresher" training in handling apathy, consensus, and conflict.
o Students need opportunities to witness first-hand some of the problems and constraints of parent involvement in shared decision-making. Students need to discuss and analyze various ways to lessen these limitations.	o Teachers need to identify then examine the limitations of parent involvement in shared decision-making. Teachers need to devise strategies to alleviate and overcome some of the problems and constraints of parent involvement in educational decision-making.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

STRATEGIES	
Preservice Training	**Inservice Training**
C. Conceptual Framework	C. Conceptual Framework
o Students need to read and synthesize the theoretical literature regarding parent involvement in shared decision-making. Students need opportunities to discuss with professionals how various theories relate to programs and activities in shared decision-making.	o Teachers need to participate in courses, workshops, and meetings where theories of parent involvement in shared decision-making are presented and critiqued. Teachers need access to current theoretical literature and opportunities to discuss with other teachers how theories of shared decision-making can be utilized in the development of their own parent involvement program and activities.
o Students need to find out about the history of parent involvement in shared decision-making both from the literature and from experienced professionals. Students need to discuss how early shared decision-making efforts have helped to influence current developments in parent involvement.	o Teachers need to review information about past programs and activities in shared decision-making. Teachers need opportunities to analyze the historical evolvement of parent involvement in shared decision-making and its possible relationship to their programs and activities.
o Students need to access and critique the major research studies about parent involvement in shared decision-making. Students need to utilize research findings in developing plans for parent involvement in shared decision-making.	o Teachers need to actively participate in analyzing research findings. Teachers need to read current research journals and books and to attend workshops and seminars where research implications of parent involvement in shared decision-making are presented and discussed.
o Students need to participate in a variety of parent involvement programs in shared decision-making when the programs are at different stages of growth and development. Students need to observe how goals are set at different points in a program's evolvement, how goals are carried out, and how goals are evaluated.	o Teachers need to observe and visit parent involvement programs in shared decision-making at different points in their development. Teachers need training in developing realistic goals and time frames.

SELECTED RESOURCES AND REFERENCES

Organizations and Individuals

The following organizations and individuals may have information of interest to teacher educators, inservice directors, and parent involvement leaders.

Alliance on Illiteracy Program, 507 Fifth Avenue, Suite 1101, New York, NY 10017.

Appalachia Educational Lab, Inc., Edward E. Gotts, Regional Exchange Program, P. O. Box 1348, Charleston, West Virginia 25325

Association for Childhood Education International, 11141 Georgia, Suite 200, Wheaton, MD 20902.

Calendar of Skills, Louisiana Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804

Calendar of Skills--Learn to Learn, Division of Instruction, Duval County Public Schools, Jacksonville, Florida 32207

Center for Community Education, Robert Berridge, Texas A&M University, College Station, Texas 77843. Area Code (409) 845-2620.

Center for Community Education, William M. Hetrich, S. S. Box 9336, University of Southern Mississippi, Hattiesburg, Mississippi 39406. Area Code (601) 266-4570.

Center for Social Organization of Schools, Joyce L. Epstein, Project Director, The Johns Hopkins University, 3505 N. Charles Street, Baltimore, Maryland 21218.

Center for the Study of Parent Involvement, Daniel Safran, 2544 Etna Street, Berkeley, California 94704.

Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, DC 20036. Area Code (800) 424-9602.

Closer Look, P. O. Box 1492, Washington, DC 20003.

Community Education Center, H. F. Connelly, Oklahoma State University, 303 Gunderson Center, Stillwater, Oklahoma 74078. Area Code (405) 624-7246.

Co-Ordinating Council for Handicapped Children, 407 South Dearborn, Chicago, Illinois 60605.

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Designs for Change, 220 State Street, Suite 161.6, Chicago, Illinois 60604.

ERIC Document Reproduction Services, P. O. Box 190, Arlington, Virginia 22210.

Family Matters Project, Christiann Dean, Cornell University, State Department of New York, Ithaca, New York 14853.

Family Resource Coalition, 230 North Michigan Avenue, Chicago, Illinois 60601

Alvin Granowsky, 4411 Gilbert #8, Dallas, Texas 75219.

Carl A. Grant, Professor of Education, University of Wisconsin, Madison, Wisconsin 53706.

Project Head Start, ACYF/OHDS, P. O. Box 1182, Dept. of Health and Human Services, Washington, DC 20013.

High Scope Educational Research Foundation, 600 North River Street, Ypsilanti, Michigan 48197. Area Code (313) 485-2000.

The Home and School Institute, Trinity College, Washington, DC 20017. Area Code (202) 269-2371.

Homework on Television, Bob Zienta, 1701 Prudential Drive, Jacksonville, Florida 32207

Office of Human Development Services, P.O. Box 1182, Washington, DC 20013. Area Code (202) 245-7110.

Institute for Research on Educational Finance and Governance, State and Local Responses to ECIA Chapter 1, Milbrey W. McLaughlin, CERAS Building, School of Education, Stanford University, Stanford, California 94305-1691 (415) 497-0957

Institute for Responsive Education, 605 Commonwealth Avenue, Boston, Massachusetts 02215.

Roger Kroth, Professor, Department of Special Education, University of New Mexico, Albuquerque, New Mexico 87131.

Judy H. Lombana, Professor, Department of Counselor Education, University of North Florida, Jacksonville, Florida 32216

Migrant Education Service Center, 3000 Market Street, N.E., Suite 316, Salem, Oregon 97301.

National Association of Educators of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009. Area Code (800) 424-2460.

National Association for Retarded Children, 420 Lexington Avenue, New York, NY 10017.

National Clearinghouse for Bilingual Education, 1500 Wilson Blvd., Suite 605, Rosslyn, Virginia 22209. 1-800-336-4560.

National Coalition of Title I/Chapter I Parents at the National Parent Center, 1314 14th Street, N.W., Suite 6, Washington, DC 20005.

National Community Education Association, William S. DeJong, 1201 16th Street, N.W., Suite 305, Washington, DC 20036.

National Council on Family Relations, 1219 University Avenue, S.E., Minneapolis, Minnesota 55414.

National Council of Organizations for Children and Youth, 1910 K Street, N.W., Room 404, Washington, DC 20006.

National Education Association, 1201 16th Street, N.W., Washington, DC 20036

National Head Start Association, Dr. Edward Wade, P. O. Box 39, Lancaster, South Carolina 59720.

National Partnership for Successful Schools, San Rafael, California.

National School Public Relations Association, 1801 N. Monroe Street, Arlington, Virginia 22209.

National School Volunteer Program, 300 North Washington Street, Alexandria, Virginia 22314.

National Urban League, Education Division, 55 East 52nd Street, New York, NY 10017.

The National PTA, 700 North Rush Street, Chicago, Illinois 60611-2571.

Operation Fail Safe, Houston Independent School District, 3830 Richmond Avenue, Houston, Texas 77027, Area Code (713) 623-5011.

The Parent Center, Albuquerque Public Schools, 1700 Pennsylvania, N.E., Albuquerque, New Mexico 87110, Area Code (505) 292-0101.

Parent Educational Advocacy Training Center, 228 South Pitt Street, Room 300, Alexandria, Virginia 22314.

Parent Involvement Project, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160.

Parents Anonymous, 22330 Hawthorne Boulevard, Suite 208, Torrance, California 90505.

Parents as Resources, 464 Central Avenue, Northfield, Illinois 60093.

Partners in Learning, Dallas Independent School District, 3700 Ross Avenue, Dallas, Texas 75204.

Edith Perry, Home School Coordinator, Title I, Jackson Public Schools, 1543 West Capitol Street, Jackson, Mississippi 39204

Portage Project, Cooperative Education Service, Agency 12, 412 East Slifer Street, Portage, Wisconsin 53901.

Public Education Association, 20 West 40th Street, New York, NY 10018. Area Code (212) 354-6100.

Right to Read Program, Washington, DC.

David Seeley, 66 Harvard Avenue, Staten Island, New York 10301.

Jacqueline Sowers, Sowers Associates, One Park Avenue, Hampton, NH 03842.

Nancy Torczon, Director, Program ADEPT, Orleans Parish Schools, McDonough Bldg. 16, 1815 St. Claude Avenue, New Orleans, Louisiana 70116

World Book/Childcraft. Project PATH (Parents and Teachers Helping), Merchandise Mart Plaza, Chicago, Illinois 60654. Area Code (312) 245-3433.

Conferences and Symposiums

The following professional organizations may have annual conferences or symposiums that have sessions related to parent involvement. Consult individual organizations for detail.

American Association of Colleges for Teacher Education, One Dupont Circle, N.S., Suite 610, Washington, DC 20036. Area Code (202) 293-2450.

American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209. Area Code (703) 528-0700.

American Educational Research Association, 1230 17th Street, N.W., Washington, DC 20036. Area Code (202) 223-9495.

American Federation of Teachers, 11 Dupont Circle, N.W., Washington, DC 20036. Area Code (202) 797-4400.

American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036.

American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 2036, Area Code (202) 955-7600.

Association for Childhood Education International, 11141 Georgia Suite 200, Wheaton, MD 20902.

Association of Teacher Educators, 1900 Association Drive, Ste. A7E, Reston, Virginia 22091. Area Code (703) 620-3110.

Building Family Strengths. Robert Mortenson, Department of Conferences and Institutes, 205 Nebraska Center, University of Nebraska-Lincoln, Lincoln, Nebraska 68583-0929. Area Code (402) 472-2844.

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. Area Code (703) 620-3660.

Foundation for Children with Learning Disabilities, 99 Park Avenue, 6th Floor, New York, NY 10016. Area Code (212) 687-7211.

Institute for Responsive Education, 605 Commonwealth Avenue, Boston, Massachusetts 02215.

International Reading Association, P. O. Box 8139, 800 Barksdale Road, Newark, Delaware 19714. Area Code (302) 731-1600.

National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009. Area Code (202) 232-8777.

National Association of School Social Workers, 7981 Eastern Avenue, Silver Spring, Maryland 20910.

National Association of Elementary School Principals, 1920 Association Drive, Reston, Virginia 22091. Area Code (703) 620-6100.

National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091. Area Code (703) 860-0200.

National Association of State Boards of Education, 701 North Fairfax Street, Suite 340, Alexandria, Virginia 22314. Area Code (703) 684-4000.

National Association of State Directors of Special Education, 2021 K Street, N.W., Suite 315, Washington, D.C. 20006. Area Code (202) 295-1800.

National Coalition of Title I/Chapter I Parents at the National Parent Center, 1314 14th Street, N.W., Suite 6, Washington, DC 20005

National Council on Family Relations, 1219 University Avenue, S.E., Minneapolis, Minnesota 55414. Area Code (612) 331-2774.

National Council of States on Inservice Education, Syracuse University, 123 Huntington Hall, 150 Marshall Street, Syracuse, New York 13210.

National Education Association, 1201 16th Street, N.W., Washington, DC 20036. Area Code (202) 833-4000.

National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209. Area Code (703) 528-5840.

National School Volunteer Program, 701 Fairfax, Suite 310, Alexandria, Virginia 22314. Area Code (703) 836-4880.

National PTA, 700 North Rush St., Chicago, Illinois 60611-2571.

Parenting Studies, P. O. Box 1344, Oak Brook, Illinois 60521.

Rural Education Association, c/o Joe Newlin, 300 Education Building, Colorado State University, Fort Collins, Colorado 80523. Area Code (303) 491-7022.

Audio-Visual Materials

The following audio-visual publishers have material related to parent involvement.

Individual and Family Development Survey, Inc., York Center for Human Development, 1201 South Queen Street, York, Pennsylvania 17403.

Lawren Productions, Inc., P. O. Box 666, Mendocino, California 95460.

National Committee for Citizens in Education, Wilde Lake Village Green, Suite 410, Columbia, Maryland 21044.

National Educational Association, 1201 16th Street, N.W., Washington, DC 20036.

National Educational Film Center, 4321 Sykesville Road, Linksburg, Maryland 21048.

National Public Radio, Options in Education Transcripts, 2025 M Street, N.W., Washington, DC 20036.

National School Volunteer Program, Inc., 300 North Washington Street, Alexandria, Virginia 22314.

Parents' Magazine Films, Inc., 52 Vanderbilt Avenue, New York, NY 10017

Reading in the Family, State of North Carolina, North Carolina Department of Cultural Resources, Raleigh, North Carolina 27611.

Research Press Company, 2612 North Mathis, Champaign, Illinois 61820.

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